



# Teaching, Learning and Play Policy

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## **Introduction:**

This teaching, learning and play policy aims to ensure that the children at our nursery school are provided with enriched, high quality learning experiences that lead to a high level of pupil achievement.

Children learn through hands on stimulating experiences. This policy guides what children do, what practitioners do and what the school as an organisation does to create an effective and well-managed learning environment in which the individual needs of the children are met.

## **Aims:**

Stoneygate Nursery School aims to:

- Provide an environment where children feel secure, happy and valued.
- Provide an atmosphere where children develop self-confidence to build relationships.
- Provide a challenging and stimulating environment for children to enjoy a wide range of play experiences.
- Develop independence in all children and give them a sense of individual responsibility.
- Encourage children to be motivated **and develop a love for learning.**
- Encourage children to be inquisitive, experimental and investigative in their own learning.
- To offer a broad and balanced curriculum both inside and outside the classroom.
- Encourage children to respect their nursery environment and be helped to appreciate the wonder of the world in which they live.

## **Children's learning:**

We believe that effective, purposeful learning will take place when children:

- Feel safe, secure and confident.
- Are encouraged to follow their own interests through child-led play opportunities.
- Engage in open ended learning opportunities.
- Have a close and nurturing relationship with their key person.
- Show interest, enjoyment and enthusiasm.
- Are highly engaged and focused through their play and well-planned, enhanced activities.
- Are able to work independently using their knowledge and skills relative to their ability.
- Take increasing responsibility for some aspects of their own learning.

- Are given opportunities to consolidate and practise their learning
- Respond positively to success and show pride in their achievements
- Interact positively with adults and peers
- Ask questions to develop their knowledge, skills and understanding

### **Characteristics of teaching:**

We believe that effective teaching will take place when:

- All staff have clear teaching aims and learning goals linked to an in-depth knowledge of children's ages and stages of development.
- All staff plan and deliver learning experiences based on this knowledge and know how to support children to make progress.
- Adults provide high quality interactions that support children's individual development and learning, building their self-esteem, confidence and communication skills.
- Practitioners keep up-to-date records of their key children to inform planning, contribute to report writing and to build up a detailed picture of each child's interests, their learning and rates of progress.
- Teachers provide differentiated learning opportunities to support children's individual needs and provide appropriate challenges.
- All practitioners use a variety of teaching methods and strategies and there is a consistent balance of adult led and child initiated learning.
- Practitioners endeavour to manage time, resources and classroom support in response to meeting children's interests and developmental needs.
- Practitioners work in partnership with parents/guardians and communicate regularly with them on their child's development and rates of progress.

### **Teaching and Learning environment:**

We believe that the teaching and learning environment is most effective when it is organised to facilitate teaching and learning in a positive, attractive and stimulating way.

We believe that:

- Everyone, including children, should take pride in the indoor and outdoor learning environments of Stoneygate Nursery School and have responsibility for maintaining high standards of provision at all times.
- Open-ended and natural resources should be easily accessible to children within the continuous provision to support them to be as independent as possible during their time in nursery, enabling them to develop the characteristics of effective learning.
- All children's achievements should be valued. The environment reflects and celebrates the process of learning that takes place for children through the use of Working Walls.
- The environment should be easily accessible, well organised and resourced so that children are provided with learning opportunities that excite, challenge and support their learning and development.
- The environment should always be a happy, caring and a welcoming place for all children.

## How we promote good teaching and learning:

The following systems are in place to support teaching and learning;

- A key person system is in place so that children are enabled to form good, supportive relationships with nursery staff where they are encouraged to **play and explore** and **'have a go'**.
- Staff observe children during their nursery sessions and record their achievements, using these to monitor children's progress and plan their future learning opportunities.
- Practitioners extend children's learning by encouraging them to **think critically** and by facilitating high quality interactions, that support the development of vocabulary and other communication and language skills.
- Learning is planned for by building on children's individual interests and experiences, while incorporating seasonal and cultural events, so that children have access to a broad and exciting curriculum.
- Continuous provision areas are reviewed **at least each each half-term** to support the ongoing skills development of children, including providing **active learning** opportunities and enhancements that match their developmental and learning needs, while incorporating challenge.
- Weekly meetings are held to review children's engagement in their learning, to adapt planning within the provision and to ensure that children are provided with opportunities that enables achievement and progress to be made.
- Weekly plans are created and reviewed to ensure children have opportunities to consolidate and practise their developing skills and learning.
- Where identified, targeted learning is planned for children's specific learning needs, in partnership with teaching staff and other professionals.
- The Special Educational Needs Co-ordinator provides support for early identification and access to interventions for individual children. **Interactions are planned and implemented by staff within the continuous provision offer.**
- The school works in partnership with other agencies involved with children, including Health Professionals, SaLT and children's social care.
- Opportunities for parents to engage in their child's learning in partnership with nursery, at home and in the community (e.g. Stay and Play sessions, Class Dojo).

## Indications of effective teaching and learning:

### Pupil Outcomes:

At Stoneygate Nursery, we aim for our children to develop into:

**C** – Confident

**H** – Happy

**I** – Imaginative

**L** – Lifelong learners

**D** – Determined

**R** – Resilient

**E** – Excellent communicators

**N** – Nurturing

We also aim for:

- Happy children
- Evidence of sustained progress and achievement
- Children's ability to play/explore independently
- Positive attitudes towards school and learning
- High levels of engagement, self-esteem and confidence
- Motivation and a willingness to learning
- Good behaviour
- An increase in skills development
- School readiness
- Good attendance

**Teacher/school outcomes:**

- Positive attitudes and ethos
- Continuing professional development for all staff
- The quality of teaching is continually being evaluated and improved upon
- Positive approach to assessment and self-evaluation
- Positive attitude to the performance management cycle
- Good teacher/parent relationships

# Play Policy

## **We believe that play is about the process of learning not the end products**

We aim to produce lifelong learners by enabling children to;

- Learn through play as this is how they learn best.
- Ensure that play opportunities are always based on what they know already and can do.
- Ensure that play is a natural activity for children which helps develop their curiosity.
- Enables children to develop social skills and make relationships.
- Express their emotions through play.
- Play and learn in different ways which change and develop as children grow and learn.
- Explore, investigate and use all their senses.
- Practise and develop ideas, knowledge, concepts and skills.
- Think creatively and imaginatively.
- Develop communication and language and early literacy skills through imaginative and creative play.
- Have time and space to develop their own play experiences, which is effectively supported by skilled interactions with practitioners.
- Make sense of their own and others' cultural experiences through their play.
- Relive experiences through their play.
- Be active learners, demonstrating curiosity and imagination.
- Develop confidence and self-esteem through play.
- Become independent learners and make decisions about their own learning.

## **School and community**

We value parents as partners and as the child's first educator by;

- **Promoting an 'Open Door' policy.**
- Completing "getting to know you" alongside parents, to obtain information on what the child can do before starting nursery.
- Encouraging parents to attend stay and play sessions with their child, before starting nursery.
- Having a flexible settling in period, led by the needs of each child.
- Providing information for parents to support their children's play and learning at home.
- Holding termly progress meetings to discuss children's achievements.
- **Inviting parents in to our setting on a regular basis for both focused sessions e.g. Stay and Play, and for celebratory/community events.**
- Encouraging families to use good quality resources for children to play with at home, including encouraging use of the nursery's book library resources.
- **Attending meetings with parents and other professionals such as SaLT or Specialist Teachers, to enhance and accelerate learning.**
- Working in partnership with parents and Health Visitors to complete 2 year old developmental assessments.
- Visits to local places of interest, including children's library, train station and community garden.